

Abstrak

Interaksi sosial memainkan peran penting dalam perkembangan sosial dan emosional setiap individu, termasuk anak-anak berkebutuhan khusus seperti tunarungu. Penelitian ini bertujuan untuk menganalisis proses interaksi sosial siswa sebaya pada siswa tunarungu di SLBN 1 Padang dengan menggunakan teori interaksionisme simbolik. Fokus penelitian ini adalah komunikasi melalui simbol-simbol dan bagaimana siswa tunarungu menyesuaikan diri dengan lingkungan inklusif di sekolah. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa proses interaksi sosial siswa tunarungu di SLBN 1 Padang menggunakan komunikasi dua arah yang didukung oleh simbol seperti bahasa isyarat BISINDO (Bahasa Isyarat Ibu) dan Bahasa tubuh. Proses penerimaan diri siswa tunarungu berlangsung melalui tiga tahap diantaranya; (1) tahap persiapan, dimana siswa mulai beradaptasi dengan lingkungan sosial dengan penyalarsan simbol-simbol bahasa melalui dukungan guru; (2) tahap pengalaman positif, ditandai dengan pemberian pujian atau apresiasi oleh guru dan teman sebaya; (3) tahap penerimaan diri ketika siswa merasa nyaman dan mulai menerima diri mereka. Hambatan psikologis diantaranya; rasa malu, ketakutan akan penolakan, dan keterbatasan lingkungan sosial menjadi suatu *noise* yang membatasi interaksi sosial mereka, terutama pada kelas VI. Penelitian ini merekomendasikan pengembangan program inklusi yang bisa memfasilitasi komunikasi antar kelompok, serta meningkatkan kepercayaan diri, mendukung adaptasi interaksi sosial siswa tunarungu.

Kata Kunci: Interaksi Sosial, Siswa Tunarungu, BISINDO, Pendidikan inklusi, Interaksionisme Simbolik.

Abstract

Social interaction plays an important role in the social and emotional development of every individual, including children with special needs such as the deaf. This study aims to analyze the process of peer social interaction in deaf students at SLBN 1 Padang using the theory of symbolic interactionism. The focus of this research is communication through symbols and how deaf students adjust to an inclusive environment at school. The research method used is qualitative descriptive with a case study approach. Data collection techniques are carried out through observation, interviews, and documentation. The results of the study show that the social interaction process of deaf students at SLBN 1 Padang uses two-way communication supported by symbols such as BISINDO sign language (Mother Sign Language) and body language. The process of self-acceptance of deaf students takes place through three stages, including; (1) the preparation stage, where students begin to adapt to the social environment by harmonizing language symbols through teacher support; (2) the positive experience stage, characterized by the giving of praise or appreciation by teachers and peers; (3) the stage of self-acceptance when students feel comfortable and begin to accept themselves. Psychological barriers include; Shame, fear of rejection, and the limitations of the social environment become a noise that limits their social interaction, especially in class VI. This research recommends the development of an inclusion program that can facilitate communication between groups, as well as increase self-confidence, and support the adaptation of social interaction of deaf students.

Keywords: *Social Interaction, Deaf Students, BISINDO, Inclusion Education, Symbolic Interactionism.*